WORLD GEOGRAPHY

World Geography allows students to study the interaction of humans and their environments in a world setting. Students study global patterns of physical and cultural characteristics, including the Earth/sun relationship, atmospheric and oceanic circulation, landforms, climate, vegetation, population, economic and political structures, culture, cultural diffusion, and international and interregional connections. Using maps, geographic representations and technology such as geographic information systems (GIS) students examine spatial relationships, the interaction of physical and cultural characteristics of designated places, areas, or regions. Students are expected to apply knowledge of geographic concepts and uses of geography to inquiry, research, and use participatory processes. Guiding course content are the themes of location, characteristic of place, human/environmental interaction, movement between places, and regions. Emphasized are elements of the National Geography Standards: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems and, Environment and Society.

- *DOE Code: 1546 (WORLD GEO)*
- *Recommended Grade Level: Grades 11 or 12*
- *Recommended Prerequisites: None*
- *Credits: 1 semester, 1 credit*
- *Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas*

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the high school social studies curriculum: history; government; geography; economics; and individuals, society and culture (psychology, sociology and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Please Note: Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.

CONTENT STANDARDS

Standard 1 — The World in Spatial Terms
Students acquire a framework for examining the world in spatial terms. Students use and evaluate maps, globes, atlases and grid-referenced technologies, such as remote sensing, Geographic Information Systems (GIS) and Global Positioning Systems (GPS), to acquire, evaluate, analyze and report information about people, places and environments on Earth's surface.

Standard 2 — Places and Regions
Students acquire a framework for thinking geographically about places and regions. They identify the physical and human characteristics of places and regions. Students understand that people create regions to interpret Earth's complexity, and how culture and experience influence people's perception of places and regions.

Standard 3 — Physical Systems
Students acquire a framework for thinking geographically about Earth's physical systems. They explain the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems on Earth's surface.

Standard 4 — Human Systems
Students acquire a framework for thinking geographically about human activities that shape Earth's surface. They examine the characteristics, distribution and migration of human populations on Earth's surface; investigate the characteristics, distribution and complexity of Earth's cultural mosaics; analyze the patterns and networks of economic interdependence on Earth's surface; examine the processes, patterns and functions of human settlement; and consider how the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Standard 5 — Environment and Society
Students acquire a framework for thinking geographically about the environment and society. They analyze ways in which humans affect and are affected by their physical environment and the changes that occur in the meaning, distribution and importance of resources.

Standard 1
The World in Spatial Terms

Students acquire a framework for examining the world in spatial terms. Students use and evaluate maps, globes, atlases and grid-referenced technologies, such as remote sensing, Geographic Information Systems (GIS) and Global Positioning Systems (GPS), to acquire, evaluate, analyze and report information about people, places and environments on Earth's surface.

WG.1.1 Use locational technology such as remote sensing, Global Positioning Systems (GPS) and Geographic Information Systems (GIS), to establish spatial relationships.

WG.1.2 Evaluate the source of particular maps to determine possible biases contained in them.

WG.1.3 Create and compare mental maps or personal perceptions of places. Explain how experiences and culture influence these perceptions and identify ways in which mental maps influence decisions.

WG.1.4 Evaluate the applications of geographic tools (locational technologies) and supporting technologies to serve particular purposes.

Example: Assess the role played by maps in the exploration of Polar Regions.

WG.1.5 Ask geographic questions and obtain answers from a variety of sources, such as books, atlases and other written materials; statistical source material; fieldwork and interviews; remote sensing; and GIS. Reach conclusions and give oral, written, graphic and cartographic expression to conclusions.

Standard 2
Places and Regions

Students acquire a framework for thinking geographically about places and regions. They identify the physical and human characteristics of places and regions. Students understand that people create regions to interpret Earth's complexity, and how culture and experience influence people's perception of places and regions.

WG.2.1 Give examples of how and why places and regions change or do not change over time.

Example: Changing settlement patterns in the American Southwest, the impact of technology on the growth of agricultural areas, and the changing location of manufacturing areas

WG.2.2 Give examples and analyze ways in which people's changing views of places and regions reflect cultural changes; understand how people's views of physical features influence and are influenced by human behavior.

Example: The migration from urban cores to suburbs and the subsequent revitalization of these urban cores. Use local examples of your town/city to understand the revitalization of urban centers.

WG.2.3 Explain how the concept of "region" is used as a way of categorizing, interpreting and ordering complex information about Earth.

WG.2.4 Give examples of how people create regions to understand Earth's complexity. (Individuals, Society and Culture)

Example: "Midwest," "Middle East" and "Kentuckiana"

Standard 3
Physical Systems

Students acquire a framework for thinking geographically about Earth's physical systems. They explain the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems on Earth's surface.

WG.3.1 Define Earth's physical systems: atmosphere, lithosphere, biosphere or hydrosphere. Categorize the elements of the natural environment as belonging to one of the four components.

WG.3.2 Identify and account for the distribution pattern of the world's climates, taking into account the Earth/Sun relationship, ocean currents, prevailing winds, and latitude and longitude.

WG.3.3 Describe the world patterns of natural vegetation and biodiversity and their relations to world climate patterns.

Example: Rainforests, savannahs and tundra

WG.3.4 Explain and give examples of the physical processes that shape Earth's surface that result in existing landforms and identify specific places where these processes occur.

Example: Plate tectonics, mountain building, erosion, deposition

WG.3.5 Illustrate and graph with precision the occurrence of earthquakes on Earth over a given period of time (at least several months) and draw conclusions concerning regions of tectonic instability.

Standard 4
Human Systems

Students acquire a framework for thinking geographically about human activities that shape Earth's surface. They examine the characteristics, distribution and migration of human populations on Earth's surface; investigate the characteristics, distribution and complexity of Earth's cultural mosaics; analyze the patterns and networks of economic interdependence on Earth's surface; examine the processes, patterns and functions of human settlement; and consider how the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Characteristics, Distribution and Migration of Human Populations

WG.4.1 Using maps, establish world patterns of population distribution, density and growth. Relate population growth rates to health statistics, food supply or measure of well-being. Explain that population patterns differ not only among countries but also among regions within a single country.

WG.4.2 Develop maps of human migration and settlement patterns at different times in history and compare them to the present.

WG.4.3 Hypothesize about the impact of push factors and pull factors on human migration in selected regions and about changes in these factors over time.

WG.4.4 Evaluate the impact of human migration on physical and human systems. (Economic; Government; Individuals, Society and Culture)

Example: Latino migration into the United States and Arab migration into Western Europe

WG.4.5 Assess the consequences of population growth or decline in various parts of the United States and determine whether the local community is shrinking or growing.

Characteristics, Distribution and Complexity of Cultural Mosaics

WG.4.6 Map the distribution patterns of the world's major religions and identify cultural features associated with each.

Example: Buddhist and Hindu temples, Christian cathedrals and chapels, Islamic mosques and Jewish Synagogues

WG.4.7 Map the distribution pattern of the world's major languages. Map and explain the concept of a lingua franca* in various parts of the world. (History; Individuals, Society and Culture)

Example: English, Chinese, Spanish, French and Arabic languages; English as the language of business

WG.4.8 Explain how changes in communication and transportation technology contribute to the spread of ideas and to cultural convergence* and divergence.

Economic Interdependence (Globalization)

WG.4.9 Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing) and tertiary (distributing and services) activities. Plot data and draw conclusions about how the percentage of the working population in each of these categories varies by country and changes over time.

WG.4.10 Describe and locate on maps the worldwide occurrence of the three major economic systems – traditional, planned and market – and describe the characteristics of each.

WG.4.11 Compare the levels of economic development of countries of the world in terms of Gross Domestic Product per capita and key demographic and social indicators. Map and summarize the results.

WG.4.12 Explain the meaning of the word infrastructure and analyze its relationship to a country's level of development.

WG.4.13 Identify contemporary spatial patterns in the movement of goods and services throughout the world.

WG.4.14 Use global political, economic, cultural, or social flows to describe and illustrate interdependence between places, countries and regions.

Example: Use a flow chart and maps to show the movement of oil from producers to consumers.

Human Settlement

WG.4.15 Describe and explain the worldwide trend toward urbanization and be able to graph the trend.

WG.4.16 Explain how the internal structures of cities varies in different regions of the world and give examples.

Example: In France, the poor live in suburbs; in the United States, the poor live in the inner city; South Sudan.

WG.4.17 Analyze the changing functions of cities over time.

Example: Uses of cities as transportation centers, centers of commerce, and centers of administration and government

Cooperation and Conflict

WG.4.18 Identify specific situations where human or cultural factors are involved in geographic conflict and identify different viewpoints in the conflict. Create scenarios under which these cultural factors would no longer trigger conflict.

Example: Growing economic and political power in Brazil, India, and China; growth of the reach of fundamentalist religious movements; cyber-spying

WG.4.19 Identify international political, economic, and social networks and organizations of global power and influence of places, countries, and regions, (Facebook, Doctors without Borders, the United Nations, the European Union, Association of Southeast Asian Nations/ASEAN) and report on the impact of each.

Standard 5
Environment and Society

Students acquire a framework for thinking geographically about the environment and society. They analyze ways in which humans affect and are affected by their physical environment and the changes that occur in the meaning, distribution and importance of resources.

WG.5.1 Identify and describe the effect of human interaction on the world's environment.

Example: Atmospheric and surface pollution, global warming, deforestation, desertification, salinization, over-fishing, urban sprawl, and species extinction

WG.5.2 Identify solutions to problems caused by environmental changes brought on by human activity

WG.5.3 Map the occurrence and describe the effects of natural hazards throughout the world and explain ways to cope with them.

Example: Earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires

WG.5.4 Analyze the possible effect of a natural disaster on the local community and devise plans to cope with a disaster so as to minimize or mitigate its effects.

WG.5.5 Describe how and why the ability of people to use Earth's resources to feed themselves has changed over time.

Example: Advances in technology such as irrigation, hybridization, and crop rotation

WG.5.6 Identify patterns of world resource distribution and utilization, and explain the consequences of the use of renewable and nonrenewable resources.

Example: Nonrenewable resources such as the distribution of fossil fuels, natural gas and oil; renewable sources such as timberland, water and fish; and the relationship to scarcity

WG.5.7 Identify examples from different world regions, involving the use and management of resources. Explain how different points of view influence policies relating to the use of these resources.

WG.5.8 Create basic policies designed to guide the use and management of Earth's resources and that reflect multiple points of view.